**WHERE ARE WE NOW?**

* Kid Writing
* Guided Reading, 1-3
* Lit Circles, 4-5
* Consistent approach to reading – core skills
* Harcourt K-6, Prentice Hall 7-8
* Inconsistent writing program
* Inconsistent amount of time and instruction -- varies by teacher/class/grade level/school
* New teachers confused about how to teach writing
* Lots of writing prompts, mechanics are not there
* Easy to omit writing in favor of more reading
* Balanced Literacy – reading, writing
* Too much dabbling…leads to straying…weakens the core
* Good programs, good philosophy…losing focus
* Lousy handwriting, especially in middle school
* New approach to writing in 5th grade – graphic organizers, using multiple staff members to conference with kids
* Many teachers DO read to their students.
* Librarians and teachers are recommending good books
* School Board supports literacy by budgeting enough money for textbooks, library books
* Current intervention program used in Title 1 matches vocabulary and skills in the basal series, which is delivered primarily by the classroom teacher.

**WHERE DO WE WANT TO BE?**

* Concrete writing curriculum
* Consistent terminology and training with follow ups
* Keep framework flowing
* Train new people so we stay consistent
* Need a consistent focus
* Need to prioritize
* In “specials,” teachers need to know the basics so that they can support literacy across the curriculum
* A literacy program that does not make test scores the only goal
* We want proficient readers and writers so that they can be proficient on the test.
* We want kids to WANT to read…especially difficult in the middle schools
* More read-aloud
* More independent reading
* Need to share a book, share the enthusiasm, and laugh about a book
* Wikis
* Create scope and sequence for each grade level that outlines reading and writing skills to be taught at each grade level. Create a timeline for the school year that outlines how much time to spend on each skill.
* Revisit Accelerated Reading and whether to grade or not to grade
* Consider a school-wide reading/vocabulary building
* Purchase grade 2 Study Island
* A – Z Reading
* Consider PSSA-like passages for grading each week/cycle

**NON-NEGOTIABLES**

* Kids must like to read
* Kids must have an appreciation for writing
* All kids must have exposure to the same skills across grade levels, across the district
* Guided Reading
* Independent Reading
* Read-Alouds
* Children should write every day…not necessarily graded writing every day
* Valued Language Arts time – blocks of time without disruption
* Middle school – should it be Language Arts or should it be Reading/English?
* Common language and skills for specials/related arts to support literacy (Hierarchy of Preferences)
* Access to good literature
* Grades/Assessment
* Meeting AYP
* Students needing support get support
* Parent/community support and involvement

